

integration

a plan for berkeley

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INTEGRATION

a plan for berkeley

A REPORT OF

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to the
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INTRODUCTION

This city is facing and meeting one of the great problems confronting this nation--that of racial integration of the classroom. We are taking the opportunity at this point in history to right a wrong--that of racial separation in education.

It is fitting that Berkeley is the place where this challenge is being met. This community has developed an enviable record of coming to grips with its problems.

In recent years, many steps have been taken that have created a climate in which integration in the schools could be achieved. A decade ago a citizens' committee was formed which resulted in improved hiring practices for minority staff members and in creation of the Intergroup Project, with its emphasis on the need for knowledge and understanding between the races. Another citizens' committee probed into the racial composition of Berkeley schools and came up with the recommendation for desegregation. The Board of Education acted and three years ago the junior high schools were racially integrated. This was done by turning one of them into a school just for ninth graders and sending the seventh and eighth graders to the other two schools. The boundary line stretched from the bay to the hills, thereby evenly grouping the races.

A federally-funded ESEA program has enriched Berkeley's "target area" schools and has brought about the transfer by bus of 250 Negro pupils to predominantly Caucasian schools of the city, giving to those classrooms a degree of integration.

In-service training for teachers has been expanded and concentrates on the need for sensitivity toward pupils' feelings about being different, and about others who are different. Negro History courses introduced into fifth grade classes last year as a pilot project will be taught this year on a city-wide basis.

A 138-member School Master Plan Committee has worked for two years to create guidelines for improvement of education in this city. Its report will be presented to the public soon. A Berkeley citizenry that cares about quality education voted to substantially increase taxes while similar measures throughout the state and nation went down in defeat.

And now, a courageous Board of Education, sensitive to the needs of all children in its charge, has committed itself to the desegregation of all Berkeley schools and has set September of 1968 as the deadline for accomplishing this.

Yes, Berkeley has a good record in solving its problems. It is fitting that Berkeley lead the way in resolving the remaining problem--integration of our elementary schools. Our record to date is excellent, but now we are facing the most crucial problem of all. We are facing squarely the issue of whether or not we are serious about helping children of all races to overcome traditional--and in many cases, society-imposed--handicaps.

At issue is whether or not we are willing to band together to help those who have been systematically denied the right to full participation in our society. At issue is how far we are willing to commit ourselves to the task of preparing all young people, regardless of race, for full citizenship in a democratic society.

At issue is whether or not we have the wisdom to recognize the need of all young people to learn to get along together. This need must be met if our democratic institutions are to survive.

Since 1954, de jure segregation has been recognized as violating the constitutional rights of Negro children. In the famous Brown vs. Board of Education decision, the Supreme Court concluded that "in the field of public education, the doctrine of 'separate but equal' has no place."

True, the court in that landmark decision was talking about segregation by law. However, in the intervening years, it has become increasingly more apparent that the harmful effects of segregation are not limited to the de jure variety. In a recent decision in Washington, D.C., Judge Skelly Wright stated: "Racially and socially homogeneous schools damage the minds and spirit of all children who attend them--the Negro, the white, the poor and the affluent--and block the attainment of the broader goals of democratic education, whether the segregation occurs by law or by fact."

Here, in California, our State Board of Education has taken a strong stand on this subject. Title 5 of the California Administrative Code, Section 2010, requires that "all effort" be exerted to "avoid and eliminate segregation of children on account of race or color."

The Supreme Court of California, in the 1963 Jackson vs. Pasadena case, stated: "The right to an equal opportunity for education and the harmful consequences of segregation require that school boards take steps, insofar as reasonably feasible, to alleviate racial imbalance in schools regardless of its cause."

School districts cannot now escape the moral obligation to attack this problem. Schools must be concerned with the educational and psychological damage that segregation has on children.

Segregated schools are symbolic of society's traditional rejection of the Negro race. They are a continual reminder to the Negro child of his separateness and of the discriminatory ways which have bounded his world since birth. Segregated schools deprive children, both Negro and white, of the chance to learn that personal worth and dignity and inner substance are the qualities that matter. Segregated schools say to children that color is relevant.

Quality education must communicate more than facts and skills. It must communicate understanding and the ability to use learning wisely.

The issue of segregation cannot be postponed. It must be faced. It must be solved. The solution depends on both a commitment and a plan of action. Our District has made its commitment. The following pages suggest a plan of action.



THE ORGANIZATIONAL PLAN

My recommendation to the Board of Education for an integration plan comes after much study and thought on the part of many people and after thorough consideration of reactions from townspeople and school staff. This recommendation is the product of an intense analysis of the best possible way to solve for Berkeley one of the critical problems facing American society. It has been shaped against a background of a wide and valuable public dialogue that has contributed greatly to the creation of the proposal outlined in this report.

Soon after the Board adopted its resolution, I spoke to a District-wide meeting of the elementary school faculty, outlining the task and asking each faculty to study the matter. All staff members were invited to submit ideas concerning ways in which to best desegregate our schools. At the same time, we wrote to a large number of groups in the community, asking for their ideas and suggestions. We gave wide publicity to the decision to integrate the schools and to all of the activities growing out of that decision. We publicly invited individuals on the staff and in the community to share their ideas and suggestions with us. Many have done so. The contributions from faculties, lay-citizen groups and individuals ranged from brief suggestions to elaborate, well-thought-out plans of action.

Two Staff Task Groups were appointed to work during the summer to study ideas contributed by staff and community and to devise various plans which would bring about integration. One of these groups worked in the area of organization and the other in the area of instructional program.

The Board also appointed a representative, seven-member lay-citizen Advising and Review Committee. This group's assignment was to meet periodically with the Task Groups to react to the various plans as they were developed. It also will serve the Board as an advisory body in evaluating the superintendent's recommendations. The Task Groups met frequently during the summer months with the Advising and Review Committee and with representatives of school faculties.

By the end of the summer, the Task Group on instruction had developed a discussion draft of ideas for the kind of learning program that could be created to go along with integration. The group working on organization had completed a careful analysis of 40 suggested proposals. This Task Group developed five prototypes of organization that could be used to desegregate the schools.

Although the assignment was implementation of integration on the elementary level, the Task Group was not restricted from considering plans that would also affect the secondary schools. Numerous proposals effected a change on the secondary level. For example, the middle school plans moved the ninth grade

West Campus to the high school, using nearby Washington School as the additional facility. This would have provided a four-year high school and would have freed West Campus for use as a middle school for either sixth through eighth graders or fifth through eighth graders. Garfield and Willard could also have served as Middle Schools.

The prototypes developed by the Task Group provided the following grade-level organizations:

K - 6

K - 3 and 4 - 6

K - 4 and 5 - 6

K - 5 and 6 - 8 and 9 - 12

K - 4 and 5 - 8 and 9 - 12

On September 11, the Task Groups presented their five alternative plans and possible educational programs to the staff in the afternoon and the community in the evening. Copies of the Task Group reports were distributed to all members of the certificated staff and to those groups and individuals who had submitted ideas or suggested plans. Copies of the Task reports were made available to the public at numerous locations in the School District.

Each school faculty met at least twice to consider and react to prototypes and were encouraged to submit alternatives. In an additional meeting, the staff was divided into small cross-section discussion groups. Each group contained staff members from a wide variety of assignments. They were encouraged to thoroughly examine the five prototypes and to offer alternatives if possible.

During this same period, the community was making its examination of the five prototype plans. PTA units throughout the city conducted public meetings on the plans. Various other groups held meetings. Two workshops--actually, public "town forum" type meetings--were held for community airing of reaction to the prototypes. The many reactions and suggested plans from individuals and groups were taken under consideration by the superintendent.

The next, and final, step was to study the prototypes, evaluate all of the reaction and come to a decision about the best plan or plans to recommend to the Board of Education. To help me in this task I assembled together my Administrative Council, both Task Groups, representatives of both teacher organizations as well as of principals and special departments. They were formed into a Staff Advisory Council on Integration. We held a series of sessions at which were developed the recommendations presented here.

Results of Discussions About Prototypes

Both community and staff reacted strongly against changing the ninth grade system, instituted in the District three years ago at West Campus. There was a negative response to moving the ninth grade to Berkeley High School at this time, even with the inclusion of Washington School in that facility. This proposal was overwhelmingly objected to by the faculties of both West Campus and Berkeley High School, mainly on the grounds of overcrowding at the BHS/Washington facilities and the expense and difficulty of renovation. Although there was substantial support for an eventual four-year high school, the general feeling is that this would not be feasible for 1968. I concur with this.

Since use of West Campus is essential to establishment of a Middle School system, retention of the ninth grade at that site eliminates Middle Schools for 1968. There was substantial staff support for moving in the direction of the Middle School organization ultimately. However, most of this staff support was accompanied by a recognition that Middle Schools could not be implemented feasibly for September of 1968. Taking into account the need for funding of the program aspects of Middle Schools and for a bond election, site planning and construction, it would probably be several years before such a plan could be implemented.

However, I support the staff's interest in this type of organization as an ultimate goal. In fact, I feel that the integration plan we adopt for September, 1968 should be one which could facilitate a future move in the direction of Middle Schools. One of the proposals presented here (K-3, 4-6) accomplishes this purpose.

After a thorough analysis of the advantages and disadvantages of the different prototypes, it was unanimously concluded by the Staff Advisory Council on Integration that the K-3, 4-6 concept was the best plan for use in September, 1968. I concur with this judgement.

However, because of the support received by the K-6 plan from a substantial part of the school staff, we unanimously decided to include this prototype in this report. We call it to the Board's attention as an alternative plan.

PLAN ONE

(K-3 and 4-6)

Under this plan, some of our elementary schools would contain pupils in Grades Kindergarten through Three and others would contain pupils in Grades Four through Six. The city would be divided into four expanded attendance zones. Each would contain one 4-6 school and either two, three or four K-3 schools.

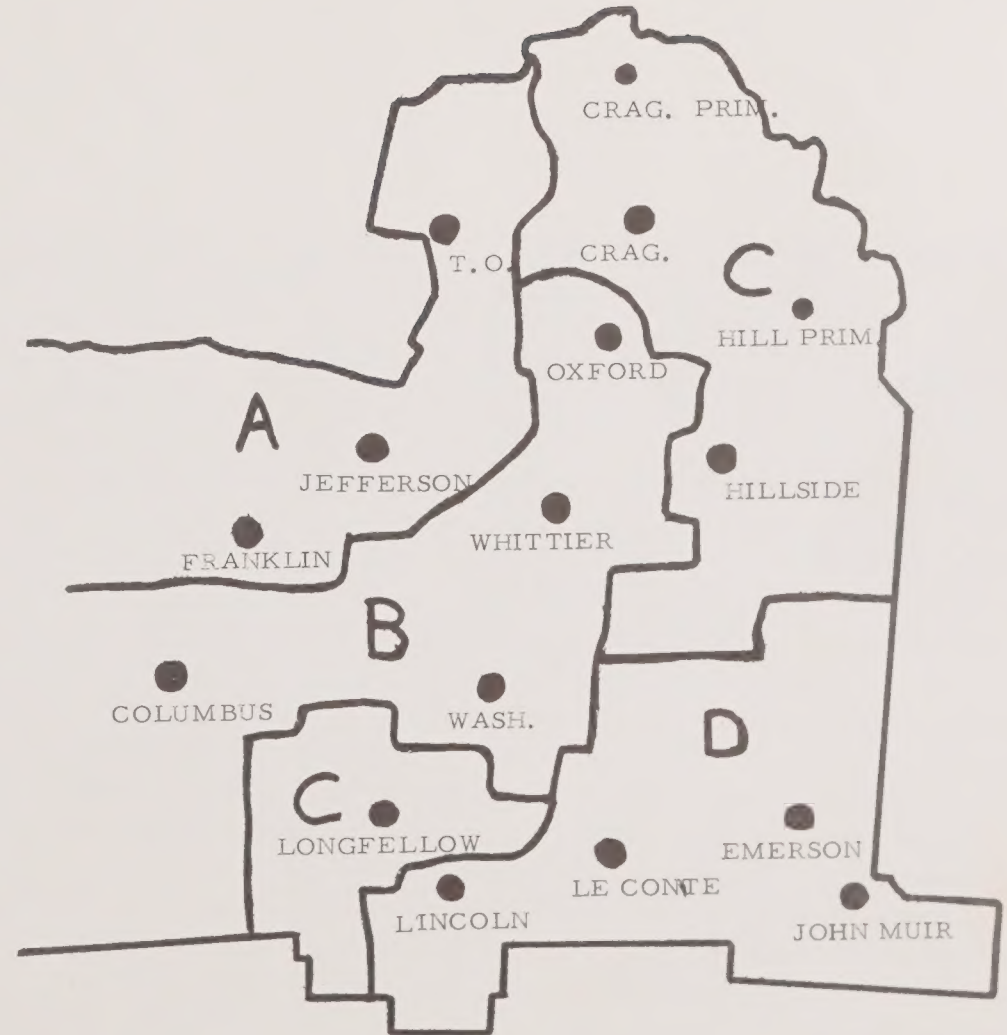
Schools would be assigned to the respective zones as follows:

Zone A: Thousand Oaks (K-3)
Jefferson (K-3)
Franklin (4-6)

Zone B: Oxford (K-3)
Whittier (K-3)
Washington (K-3)
Columbus (4-6)

Zone C: Cragmont and Cragmont K-P (K-3)
Hillside and Hillside K-P (K-3)
Longfellow (4-6)

Zone D: John Muir (K-3)
Emerson (K-3)
Le Conte (K-3)
Lincoln (4-6)



Franklin Primary would not be used as a school site.

Under this plan, boundary modifications are necessary in order to obtain racial balance in each of the schools. These boundary changes are also necessary to insure effective and efficient use of school housing facilities. However, since these tentative boundaries have been established through the use of attendance data from last year's student racial census, the final decision on boundaries would be reserved until this year's October racial census has been taken. Once this has been done, and the boundaries definitely established, maps showing these changes would be made available to all interested citizens of Berkeley.

ⓧ All of the existing Early Childhood Education programs would be maintained. Indeed, it is anticipated that these programs will be improved and expanded by the addition of facilities on the District's newly acquired Savo Island property.

ⓧ The District's extensive program providing for the special needs of exceptional children would be continued and improved.

ⓧ Advantages--This grouping of pupils in two sets of schools has several advantages from an educational and logistic standpoint. They are:

1. By reducing the number of grades at each school, the number of children at the specific grade levels is increased. This opens the way for improvements in the instruction program. Specialized staff personnel can be put to better use, as can equipment and facilities. At the 4-6 level, programs such as music, physical education, language and science could be improved. The buildings housing fourth through sixth graders would allow for more flexibility in the handling of special programs. Pupil-use of special facilities would be increased due to the greater number of students of a specific grade level at each site.

The reading program for the early grades could be more concentrated and greater stress could be put on communication skills.

2. The 4-6 school allows for an easier transition to the junior high school level. By reducing the number of schools serving grades 4-6, more collaboration is possible between the 4-6 school and the receiver junior high school. It could allow for joint cooperation in curriculum development. This type of coordination could be a vital prelude to a possible later development of a Middle School.

3. Class size would be more nearly equalized throughout the city due to the presence of more students of the same grade level at each school.



4. Such facilities as playground space and equipment, instructional materials, libraries and resource materials could be geared to specific grade levels and hence put to better use.

5. A greater variety would be allowed in the grouping and scheduling of children. With more teachers of the same grade level in a given school, more stress can be placed on evaluation by them of the needs of the individual pupils. Schools could do a better job in providing for individual student differences. There would more likely be enough students with a particular need to warrant providing the staff and equipment to meet it.

6. The pairing of schools in each of the attendance zones provides a natural "common interest" among adults in the zone. It would be a spur to communication among parents of different ethnic backgrounds.

7. Logistically, this plan can be implemented substantially within existing facilities. Only ten additional classrooms would be required. Extra rooms would be available, however, in some of the 4-6 schools. They could be used as resource or guidance centers.

8. No substantial increase in staff would be necessary to implement this grade organization. The placement of teachers would be changed but the size of the staff would remain essentially the same.

9. The movement of teachers to match the new grade groupings would allow for greater racial integration of the respective school staffs. We feel it important for educational reasons for all our youngsters to be exposed to teachers of a wide variety of ethnic backgrounds.

10. This plan is a reasonably equitable one in terms of transportation. By dividing the schools between grades three and four, each youngster leaves his home area for part of his elementary schooling but no one is bused out of his neighborhood area for the entire seven years. Furthermore, the transportation is in both directions. Virtually every city (and there are few) that has integrated its elementary schools to date has done so by closing Negro schools and dispersing the youngsters to outlying Caucasian schools. We feel this is unfair. The "burden"--and the challenge--of transportation should be shared across the city, by all.

Under this plan, Grades Four through Six are located in the four southwest Berkeley schools. Grades Kindergarten through Three are located in the central, eastern and northern schools. This means that most Negro families would be having their children transported to school at a younger age than would Caucasian families. This is a disadvantage. However, the busing is two-way when the elementary years are considered as a unit. In our opinion (with four or five abstentions in the Staff Advisory Council on Integration), the four southwest Berkeley schools can be best used for the upper grades, both logistically and educationally. The need for specialized programs and facilities is greater at the upper grade levels. It is better for the older child to be in a big-enrollment school than for the lower-grade pupil. Children in Grades 4-6 need more play-ground space than younger ones. Placement of the 4-6 schools in the same area makes possible an exchange of personnel and equipment and cooperation among staffs in curriculum development and inservice training. Such psychological advantages as might accrue to attendance in smaller school units are more relevant for younger children. Although we examined possible uses of other schools for Grades 4-6, they presented greater logistical problems. For these reasons, we feel that the four large southwest Berkeley schools should be used for Grades 4-6.

Disadvantages-- There are disadvantages to this plan. They are:

1. There is an initial expense in implementing this plan. This cost, in my opinion, is not at all prohibitive but it is greater than it would be under the K-6 plan. The added costs are described in the financing section of this report, under the category of Related Topics.
2. In some situations, parents will have to travel a greater distance for school activities than they would under the present arrangement. In most instances, this need not be a great hardship. Most families are accustomed to traveling considerably greater distances for non-school activities. Transportation could be arranged with district buses in those cases where large numbers of parents would be involved in a school activity.
3. This plan adds one more school for the child to attend. However, each student would move with his neighborhood peers.
4. Since most of the men teachers are on the 4-6 level, an effort would have to be made, under this plan, to retain the male influence in the K-3 schools. Steps could be taken, however, to minimize this loss. An example would be careful scheduling of specialists among the schools.

5. In the K-3 schools, no youngster would be old enough to serve as a Traffic Boy. Thus, it would be necessary to provide the traffic supervision for students walking to school. This could be done through employed aides or volunteers. However, for substantial numbers of students in each of the K-3 schools this would not pose a problem since they would be arriving by bus.

6. There is a greater chance that siblings will be separated, with the result that parents will have to affiliate with two schools instead of one. The latter matter could be handled by regarding all of the PTA units for each of the attendance zones as one body. This, however, would be a problem for the PTA units to resolve.



PLAN TWO

(K-6)

This plan is being offered because of the substantial amount of support it received from staff members during the September discussion period. It has both advantages and disadvantages when compared to the K-3, 4-6 approach.

Advantages--

1. This plan requires less change on the part of the faculties of elementary schools since each school is presently set up on the K-6 basis. Thus students could be reassigned without necessarily causing a similar reassignment among the staff. Like the K-3, 4-6 proposal, no substantial increase in staff would be necessary.
2. Existing facilities could be used without change since they are already planned for kindergarten through sixth grade at each school.
3. It would not be necessary for students to change schools between Grades Three and Four. However, where no break between Grades Three and Four is required, a break at that point might be desirable to prevent a situation in which some youngsters walk to the nearby school for the full seven years and others are transported to another area for the full time.
4. It is possible that transportation costs would be slightly less under this plan than under a K-3, 4-6, particularly if the already integrated central schools, like Le Conte, Washington, and Jefferson, were not included in the plan. However, if this prototype is considered further, we would not recommend that these schools be omitted for two reasons:



a) Most of the Oriental students attend these schools and would then not be included in other schools.

b) The students of these schools represent a middle socio-economic bracket. They are needed to give a good representative cross-section to all the schools. Furthermore, the students in these schools have had the experience of attending classes with members of other races. They could be a beneficial influence in other schools, particularly during the early years of integration.

Disadvantages--From a logistical standpoint, the biggest difficulty is determining which youngsters are to be transported and which are to remain in each school. This plan requires that about 40 percent of the pupils of all predominantly Caucasian schools and about 60 percent of the predominantly Negro schools at each grade level be selected for transfer. If each school is to be desegregated and buildings efficiently used under this plan, arbitrary decisions would have to be made regarding student transfer. Any plan which called for certain children in a neighborhood to be transported to school for the full seven years (K-6) while others were not being transported at all would hardly be accepted as fair. The bitterness which this selection process could engender within each school area would work against creating the kind of school climate that would be conducive to good education. Furthermore, an arbitrary selection of transferees at each grade level could lead to the split of peer groups within neighborhoods.

From an educational standpoint, the K-6 plan contains no inherent improvement over the present system other than integration itself. In other words, many of the possibilities for improving the instructional program, which are inherent in the K-3, 4-6 plan, are not present in this system.

After carefully studying the matter, the Staff Advisory Council on Integration, including representatives of the teacher organizations, unanimously felt that the disadvantages of the K-6 plan, particularly the extreme difficulty of finding an equitable solution to the question of who remains in the area and who is transferred to another school, were such as to render this plan less satisfactory than the K-3, 4-6 approach. However, it also was a consensus of the group, with which I concurred, that this proposal should be mentioned in the report in view of the substantial support for it on the part of the teaching staff.

THE INSTRUCTIONAL PROGRAM

The Educational Policies of the Berkeley Unified School District states: "We believe in the worth, the dignity, and the humanity of each individual--that we should do our utmost to challenge every person to develop to fullest fruition, intellectually, emotionally, and physically, for his own sake as well as his contribution to a democratic society, and that this development should extend throughout his entire life."

Quality education is necessary to implement this policy. This means the achievement of certain defined goals. These should include:

1. Eagerness to learn, as reflected in attendance, attitudes toward teacher, improved self-image, increased participation in school and after-school activities.
2. Achievement, in terms of the acquisition of knowledge and the development of desirable skills, such as the ability to communicate effectively and to think critically.
3. Broadened values, as reflected in respect for many ways of doing things, willingness to share one's own point of view, more frequent expressions of understanding and wholesome behavior toward others, regardless of race, class, or religion.

Some generally accepted indications of quality in Berkeley's current elementary program are these:

- The high level of motivation and achievement attained by many students in the schools.
- The record of high achievement made by Berkeley

students at the University of California and other institutions of higher learning.

- Favorable class sizes.
- Rich course offerings, including instrumental music and foreign language.
- A high potential program for students of exceptional ability and a remedial program for low achievers.
- Special education classes for children with special learning problems.
- A library staffed by a trained librarian in every school.
- A new health and family living program.
- A large staff of supportive personnel including curriculum associates, consulting teachers, counselors, speech therapists, guidance consultants, psychologists, nurses, school resource volunteers and teacher aides.
- A unique program of Early Childhood Education combining child care and nursery school.
- Extensive ongoing curriculum development to update the instructional program.
- A variety of inservice training programs offered for staff improvement.
- A District instructional materials center, a curriculum center and a professional library.

These are some evidences of quality education in Berkeley. However, we must go further.

There are certain weaknesses in the Berkeley schools which must be remedied within the context of integration. Segregation in our Berkeley schools has produced certain negative results. In some cases, motivation is lacking and self image is affected negatively. This, in turn, results in low achievement. In other segregated schools, there is no opportunity to develop an understanding and appreciation of other people and other cultures. In such an environment, an exaggerated self esteem may be encouraged unconsciously and bias may result.

Long Range Goals

One of the strengths of the Berkeley system has been the participation in pilot programs to improve instruction in such areas as reading, math and science. Long range planning must allow for continued trial programs which will be thoroughly evaluated so their favorable aspects can be incorporated in the District program.

Berkeley is also studying and testing innovations in public education, such as team approaches, flexible scheduling, multi-age groupings, and the ungraded organizations. These practices, modification of them and other innovations will be developed through the years ahead.

Some specific means of implementing the program, effective September, 1968, follow.

Subjects to be Offered

The Berkeley Unified School District will continue to offer:

Reading and Communication Skills - Reading will continue to be the major emphasis in the elementary grades. In the primary schools stress will be on the acquisition of the basic skills. In the intermediate schools these skills will be maintained and reinforced. Special emphasis will be placed on increased comprehension and the appreciation of a variety of reading materials for this age group.

Numerous curriculum materials and programs are being used in the elementary grades to teach reading. The development of scope and sequence in this subject area will employ programs or techniques which meet most effectively the wide variety of learning and teaching styles in addition to providing a basic curriculum foundation.

District guidelines will also be developed for spelling, writing speaking and listening skills. These skills will be coordinated with all other subject areas.

Art - The process of individual exploration of a variety of art materials will be continued. More definitive curriculum guides in this area will be developed.

Family Life and Health Education - Newly-developed curriculum materials are being used and evaluated in some classrooms this year. After staff assessment and revision, the program will be expanded to all classrooms.

Physical Education - The major goal of this program will continue to be individual and group game skills and high standards of physical fitness. Hand, eye and body coordination will be stressed in the early grades.



Social Studies - We will continue to use Contra Costa social studies units adapted for Berkeley, which emphasize thinking skills in addition to the accumulation of facts. This year a unit on Negro History, written by Berkeley personnel, will be a part of the fifth grade social studies program and will be continued next year.

Science - The elementary science program includes the newly adopted state textbook series and Berkeley - developed material which fosters inquiry and discovery processes. We will continue to use and expand, as far as possible, many of the experimental science programs that have been piloted in our schools. A tentative curriculum guide designed to assist teachers in combining these programs is now in use.

Mathematics - The elementary modern mathematics program is based on Greater Cleveland Mathematics materials. It provides, both in textbook and kit form, a rich variety of possibilities for mathematics understanding and computational practice.

Music - Threshold to Music Charts to teach music reading in the primary grades and a recorder program beginning at Grade 3 are now being used in some schools to augment the basic state adopted program. This will be continued and expanded to more schools and will be an introduction to the instrumental music program offered at Grade 4.

Foreign Language - The Spanish program at the sixth grade will be continued. The possibility of offering French as a second language will be explored.

During the coming months, staff members will outline in more detail the specifics regarding particular curriculum projects and/or materials.

Scope and Sequence

The development of scope and sequence goals in the various subject areas will also be initiated this year. This relates to the order in which material is presented to the student. The child learns best when certain patterns are followed. Specific things are taught first and the teacher builds on the previous skills and knowledge acquired to facilitate learning and to insure that there are no gaps in a child's learning program. Scope and sequence of subject areas permits the fast-learning child to move at his own rate of speed which may extend beyond his grade level.

Assessment and Reporting of Pupil Progress

A continuous progress report will be made of each child's learning achievement.

Parent-teacher conferences will be continued as a way of reporting pupil progress. Following the conference, parents will be given a written progress report.

It is proposed that pupil profiles be initiated for the 1968 school year. The profile will be a record of the child's place on the scope and sequence charts for each curriculum area. As a child masters a skill, it will be recorded on the profile chart. The profile will be used as a teaching tool. It will provide communication about individual pupil's specific learning skills from teacher to teacher and from school to school.

The combination of conferences, written progress reports and pupil profiles will provide a comprehensive view of each child's learning accomplishments.

✓Class Size

The average class size at the elementary level on September 11, 1967, was 25.86. We will attempt to maintain this average class size in 1968. The primary grades of Kindergarten through Grade Three would be approximately 24. The intermediate grades Four through Six would be approximately 28.

These estimates are based on home room teacher assignments and do not include any of the supporting staff, such as remedial reading or teacher specialists who are currently in the schools.

✓Grouping

Pupils will be assigned to classes so that groups will be heterogeneous by race, sex, academic performance and, if possible, by socio-economic level. Principals, with staffs, may use additional criteria, such as age, emotional patterns, interests and pupil leaders or followers to maintain heterogeneity.

Within the classroom, we will continue to strive to individualize instruction by using flexible instructional groups. These will be formed and re-formed during the day, week or school year to teach particular skills in cluster groups within the classroom structure or between individual classrooms. Maximum effort will be made to avoid racially segregated groups within the classrooms and in school activities.

Special Education

Classes for visually impaired, aphasic, mentally retarded and educationally handicapped children will be continued.

Early Childhood Education

A The present Parent Nursery enrollment of 650 children, age two through five, will be maintained and the present child care programs at Children's Centers, age two through Grade Three, will continue, with a possible additional enrollment of 50 children if state funds are approved.

B Many of our present Early Childhood Education programs are already well integrated. The staff will make every effort to form groups according to attendance areas, balancing them by race, sex, age and socio-economic level. These groups may then continue intact to the K-3 site as the children reach kindergarten age.

Programs for school-age children will be placed at two K-3 schools.

Approval of the District application for state funds to purchase Savo Island property would create new Early Childhood Education housing by 1968. One hundred Parent Nursery children would be relocated. The increased Children's Centers enrollment would be placed at Savo Island in a pilot Early Learning Center combining Parent Nursery and Children's Centers programing.

The district will continue to seek funds to expand and integrate Early Childhood Education. Long-term future goals include the consideration of placing all Early Childhood Education classes at primary school sites.

Expanded Kindergarten

The kindergarten sessions will be expanded from 155 to 180 minutes. This will be done with the help of anticipated state funding. Each kindergarten teacher will teach one session, either morning or afternoon. One classroom will be shared by two teachers, each for half of the day.

During the time when the kindergarten teacher is not with her class, she could team-teach, conduct parent conferences, work on instructional planning and curriculum development and observe in primary grade classrooms and in the Early Childhood Education program. The team-teaching will help to lower class-size, especially during reading time. The planning and observation will help to improve the transition between Early Childhood Education and the primary school program.

Provisions for Children Who Fall Behind

Every effort will be made to help children attain and maintain specified educational standards. Children who fall behind will be given well planned and consistent help.

All of the supportive staff, but particularly remedial reading teachers, speech therapists, teacher aides, volunteers and resource and regular teachers would be marshalled to give the low achievers much additional individual help. A tutorial system could be established on an appointment or contractual basis and could include:

- Teacher-pupil tutoring
- Pupil-pupil tutoring
- Teacher-parent tutoring
- Teacher aide-pupil tutoring
- School Resource Volunteers or citizen-pupil tutoring

Provisions for the High Potential Student

The District will continue to identify and provide educational experiences for pupils with outstanding talents and abilities. Our program is more extensive than the one the state supports financially.

Academic performance, creative abilities and test scores will be considered in evaluating a child's potential. Special educational tasks will then be developed by the classroom teacher, with the help of the high potential specialist and the consulting teacher. The Learning Laboratory, tutorials, individual contracts or projects will also be used to enrich the educational experience of these pupils.

Learning Laboratories

The District's individual school libraries and the central Instructional Materials Center will be continued and the collections expanded. The libraries of the schools proposed for the intermediate level are already moving toward the instructional materials center concept with the addition of audio-visual materials.

As an extension of this concept, it is proposed that a Learning Laboratory be established at each intermediate school. This facility will be a special room equipped with additional materials and staffed by a teacher-specialist. Her function will be to help children pursue their interests in depth. A child interested in making a special study in the area of math or social studies, for example, would go to the Learning Laboratory and contract with the teacher-specialist to fulfill specific obligations. The teacher would guide the pupil in his activities, assist him in the selection of materials and encourage him to experiment creatively with ideas. She would also help the pupil to evaluate the results of his endeavors.



Help Centers

It is proposed that Help Centers be established in the intermediate schools next year to explore their effectiveness. The purpose of the Centers would be to serve children under stress whose behavior would interrupt learning in the classroom or school. The Center would be a place not for punishment, but where a child could work out his difficulties, regain his composure and return to the classroom as soon as possible.

The Center would be coordinated by a psychologist or guidance worker. A teacher, who would be its central figure, would continue instruction and be assisted by a parent-aide or work-study college student. Center staffing could be accomplished by reassigning existing personnel.

Ultimate responsibility for the child would be retained by the classroom teacher, who would confer with the Center staff as soon as possible after referral. In this situation, many problems could be resolved within the hour or the day.

In-Service Training of Staff

An important part of the integration plans for September 1968 will be in-service training for the entire staff, both certificated and classified. We have initiated for this year an exchange program between teachers of east, middle and west Berkeley. This gives teachers the opportunity to work with a variety of students, to exchange ideas and to evaluate programs.

All staff personnel will be given the opportunity to plan and participate in the in-service training program for this year

and in subsequent years. They will help determine the areas of greatest concerns and will set priorities for in-service meetings.

We anticipate the following staff concerns:

1. How to raise expectations and obtain higher levels of academic achievement and behavior from pupils.
2. How to meet a wide range of individual differences in heterogeneous classes.
3. How to increase staff understanding of different racial and ethnic groups.
4. How to develop mutual respect, understanding and cooperation among all children.

Expectations

To insure the success of this program, both staff and parents need to have high expectations of children's ability and desire to learn. The children will then respond more positively to the demands of school. In this way, parents, staff and children can set and achieve high academic standards.

An atmosphere conducive to learning must be maintained. With the help of parents and students, school staffs will establish specific guidelines for behavior. These guidelines will be carried out uniformly throughout the district. Policies regarding behavior will be discussed widely throughout the community so that a close working relationship between home and school is achieved.

RELATED TOPICS

A. TRANSPORTATION

There is nothing new about transporting children to school by bus. For the past year and a half, we have been busing some 250 pupils, kindergarten through sixth grade, under the ESEA program. For several years, more than 60 handicapped children have been picked up daily at their homes and delivered to their schools. Every school day in the United States, approximately 16,500,000 pupils ride to and from school in 225,000 school buses. These buses travel over 1,800,000,000 miles annually.

B. Safety: Experts have declared school bus transportation the safest in the world in terms of number of passengers carried and miles traveled. The 1966 report by the California Highway Patrol to the Governor states: "The safest ride in California continues to be by school bus." In a report by the State Department of Education to the California Board of Education last year, it was pointed out that the safest time in a child's school day is while riding in a school bus. The accident rate is much lower than while walking, riding a bicycle, riding in the family car to school, playing on the playground or walking in the school corridors. Every precaution will be taken to ensure safety for the children and the community. The state regulations relating to pupil transportation require that equipment meet rigid specifications and be inspected regularly by trained California Highway Patrol officers and that stops be approved by the District Board, with recommendations made after consultation with the departments of traffic, engineering and police.

C. Transportation Office: A transportation office will be maintained, equipped with an adequate staff to schedule, supervise and compile records. This office will also coordinate use of equipment and contract for field trips and for handicapped, Early Childhood and athletic transportation. The transporting of pupils will be provided by one or a combination of the following: district-owned or leased, by district personnel; A.C. Transit buses; or private contractor.

D. Pick-up Routes: In almost every case, main arteries will be used, with stops within a few blocks of every home. It might be necessary to use small feeder buses in some of those few areas where narrow streets would prohibit larger equipment. In most cases, buses will be routed on both sides of the main streets so that children will not have to cross the streets.

E. Time on Buses: The average time on a bus would be 15 minutes in each direction. The rotating system could be used. This would allow the first child on the bus enroute to school to be the first one off the bus enroute home.

Driver Training: All drivers and substitutes must meet the rigid requirements of the California Administrative Code, Title 5, Chapter 1, Article 4. Applicants will be screened and a driver training program provided in the spring of 1968. This will be done either by the Berkeley Adult School or Merritt College or both. In addition to state requirements, including first aid, instruction would cover the areas of wheel experience in various types of buses, pupil management, record keeping and public relations. Following completion of the training, applicants would be tested by the California Highway Patrol.

Field Trips: Extended use of equipment for field trips, outdoor education and athletics would be possible at reduced costs if scheduled in between "to-and-from" runs.

Cost: Entire cost of operation will be borne by the District the first year. About 30 percent of the cost will be reimbursed by the state for the following year. All capital outlay will be by the District.

Special Services: 1) Sick Children--Personnel in the transportation office will be certified to drive passenger cars and small vans and will be available to pick up sick children or meet other emergencies; 2) 4:30 Bus--A late bus will be provided for children in Grades 4 through 6 who wish to stay after school for activities; 3) Late Children--In the beginning, an attempt will be made to pick up children who miss their bus. As soon as regular schedules have been established, this service will be discontinued except in extreme emergencies.

TEACHER PLACEMENT

Under the K-3, 4-6 plan recommended in this report, the district will be afforded an opportunity to establish better racial balance at all schools.

The same procedure that worked so well in implementing the secondary school reorganization will be used for the elementary change. Every member of the District's elementary staff will be polled to determine preference for grade level and school. Using this information, the staff at each location will be developed in a way to best reflect a balance in experience, age, sex and racial distribution. Staff requests regarding transfer will be given every possible consideration in keeping with regular district policy.

EVALUATION

It is especially important that the integration program in its various aspects be continually assessed. The district intends to do this in cooperation with the University of California and other institutions of higher learning and with the help of any and all Federal, State and private funds which may be made available.

This continuing evaluation should involve all interested parties and will measure individual achievement before and after the change. New and better measures to evaluate the effects on behavior, attitude, and personality will include the use of standardized tests, teacher and specialist observations, the critical assessment of expert outside observers and self-evaluation. They will consider each participant in the program: teacher, teacher-specialist and student.

In this way we would measure the results of quality education in the integrated classroom.



FINANCING

Every detail pertaining to the K-3, 4-6 plan and the K-6 plan is now being carefully priced out by our Director of Business Services and his staff. In addition, an extrapolation of the budget for the next three years is being made. This work will be completed later in October and will be shared with the Board of Education, the staff and Berkeley citizens.

This detailed financial analysis had to be delayed until after decisions were made regarding which plans to present. Furthermore, certain items of expense need further analysis. For example, the cost of transportation will be materially affected by whether or not we must purchase a full fleet of buses. We are currently exploring the possibility of contracting part of the work or of working out an advantageous rental agreement.

However, the financial study has proceeded far enough to indicate that both plans presented in this report are feasible within next year's district budget.

It should be pointed out that the initial cost of implementing the K-3, 4-6 plan is somewhat higher than that of the K-6 plan. More buses would be needed, more modular units would be necessary, and some building renovation would be required. In addition, ways and means must be worked out to provide traffic supervision.

The number of teachers and the amount of monies needed for curriculum development would be the same in both plans.

Despite the fact that its initial costs will be greater, the educational and logistical advantages of the K-3, 4-6 organization so outweigh those of the K-6 plan that I recommend the former.



CONCLUSION

Integration is not an easy road. It is a hard and a necessary one. The solution to the problem of segregation is not simple. But the Berkeley Unified School District does not shy away from difficult problems. We have in this city the people and the resources and the will to match this challenge. In solving this problem, we will set an example for all the cities of America.

We will not fail here. Where else would there be hope of success if there were failure here, in Berkeley? There will be integration in the Berkeley schools. The children of Berkeley will grow up in a community where justice is part of their pattern of life.

